



# Grove Road Primary School

## SEN Policy

<b>Policy Review</b>	
<b>Review Schedule</b>	Every 3 years
<b>Reviewing Committee</b>	Teaching and Learning (SEN Governor)
<b>Date of Last Review</b>	October 2017
<b>Date of Next Review</b>	October 2020

<b>Head Teacher Signature</b>	<b>Date Signed</b>
<b>Chair of Governors Signature</b>	<b>Date Signed</b>



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## 1. AIMS AND OBJECTIVES

### *Definition*

#### 1.1

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she -

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2014)

Children and young people who have SEN tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational needs.

#### 1.2 Aims

This school believes that every pupil has individual and unique needs. It is our aim to provide a stimulating and inclusive learning experience for all of our pupils. We acknowledge that around 20% of children will have some form of special educational needs at some point during their time in school. Some of these children will require support throughout their school life whilst others may require support for a short period of time to overcome a temporary need. If these children are to achieve their full potential, we must recognise this and plan accordingly. At Grove Road Primary school, we aim to provide all children with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the national Curriculum and adhere to the five areas of the 'Every Child Matters' (2003) document.

- **Being healthy**
- **Staying safe**
- **Enjoying and achieving**
- **Making a positive contribution**
- **Economic well-being**

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

It is also our aim to:

- enable every pupil to experience success
- promote individual confidence, self-esteem, positive attitudes and opportunities to discuss their special educational needs
- ensure that all pupils receive appropriate educational provision that is broad and balanced being relevant and differentiated and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate



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- to remove their barriers to learning wherever possible ('Removing Barriers to Learning' 2004)
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/ carers in planning and supporting at all stages of their child's development
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- facilitate and support children/families through the Early Help Module (EHM) process
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

The SEN Co-ordinator is Mrs Ria Gordon

The SEN Governor is Mrs Janet Langdon

## **1.3 Broad Goals**

Based upon these beliefs, our goal is to provide a curriculum:

- which welcomes children of all abilities equally
- through which all children can experience challenge and success
- which is differentiated in order to make the new learning accessible to all children
- where a broad range of strategies are used.
  - By differentiation
  - By grouping for particular tasks
  - By open ended/ structured/graduated task design
  - By pace
  - By the use of questioning
  - Providing individualised methods of recording to include verbal, pictorial and the use of ICT
  - Through the use of outside agency support
  - Through the use of teaching assistant support
- where early identification of SEN takes place and relevant interventions are put into place.
- Where some of the SEN children are involved in planning and reviewing their progress through Target Plans or Pastoral Support Plan (PSP) meetings
- Where all SEN children's progress and provision is reviewed through the use of class Provision Maps and regular Pupil Progress Meetings (PPMs)
- where provision is made to ensure the curriculum is accessible to those children with disabilities

## **1.4 Relationships to other policies**

This policy should be read in conjunction with other policies such as the Teaching and Learning Policy, Curriculum Policies, Assessment Policy, Home Learning Policy, Behaviour Policy, Inclusion Policy and the school's Equality Plan. The Accessibility Plan should also be read in conjunction with this policy.



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## 2. ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

### 2.1 Governors

The governing body in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative governor (the SEN governor, Janet Langdon) who takes particular interest in this aspect of the school's work.

#### **Governors have responsibility for ensuring:**

- that SEN provision is an integral part of the school development plan
- that the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN are fully included in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014), Removing Barriers to Achievement (2004) and Every Child Matters Agenda (2005)
- parents are notified if the school decides to make SEN provision for their pupil and they are fully informed about local and national SEN issues
- they oversee appropriate staffing and funding arrangements, and monitor the school's work for pupils with SEN
- they report to parents on the implementation of the school's SEN Policy to inform them of how the SEN Policy is implemented and how funding is allocated to provide for SEN pupils through the publication of the 'School's SEN Information' report on the school website.

### 2.2 Headteacher

#### **The Head Teacher has responsibility for:**

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the inclusion co-ordinator
- the deployment of all special educational needs personnel within the school
- the Head Teacher has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as whole.

### 2.3 Special Educational Needs Co-ordinator (SENCo)

#### **The SENCo is responsible for:**

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- working closely with the Head Teacher
- liaising with the Designated Teacher where a looked after pupil has SEN



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- liaising with and advising other school staff on the graduated approach to providing SEN support
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Target Plans , setting targets appropriate to the needs of the pupils, and advising on appropriate resources, materials and 'Wave 2 and 3' interventions for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- overseeing and monitoring the use of class Provision Maps to ensure that all children's needs are met
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process, attending Team Around the Family Meetings (TAFs) as required.
- liaising with outside agencies, including the School's Family Support Worker arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN/Inclusion List and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. Teacher assessments, end of term summative assessments, liaison with both teachers and teaching assistants (TAs) and through Pupil Progress meetings.
- monitoring the progress all SEN children through the use of the school's assessment package (AM7)
- monitor and evaluate the progress of pupils on intervention programmes to ensure effective targeting of support
- contributing to the in-service training of staff
- working alongside the headteacher to manage and support TAs
- liaising with the SENCoS/INCoS or Pastoral staff in other primary and secondary schools to help provide a smooth transition from one school to the other
- attending partnership SENCo network meetings
- attending training courses and feedback relevant information to the whole school staff
- working closely with the SEN Governor to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements

## 2.4 Class Teachers

### **Class teachers are responsible for:**

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum.
- liaising with the SENCo for advice on assessment and strategies to support inclusion, including the use of the graduated approach
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- drawing up Target Plans for some children, ensuring that the children and parents are involved in this process
- tracking all children receiving additional support, on a class Provision Map
- giving feedback to parents of pupils with SEN
- attending meetings with outside agencies including TAF and PSP meetings
- taking part in training to support a pupil who may have a specific need



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## **2.5 Teaching Assistants**

TAs work as part of a team with the SENCo and the teachers in supporting pupils' individual needs ensuring inclusion of pupils with SEN within the class. They play an important role in implementing targets, PSPs, assessments and monitoring progress. They contribute to review meetings and help pupils with SEN gain access to a broad and balanced curriculum. In addition, TAs may sensitively withdraw pupils to work in small groups or individually to deliver interventions and support children in reaching targets identified in target plans or through Pupil Progress Meetings. The class teachers, in liaison with the SENCo, set the work and oversee timetables and records of progress.

### **TAs are responsible for:**

- being fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- liaising with the SENCo to report progress made by pupils taking part in interventions
- supporting individual children or groups within the class setting as required
- taking part in training in order to support a pupil with a specific need

## **2.6 Mid-day Support Assistants (MSAs)**

MSAs are given any necessary information relating to the supervision of SEN pupils. They may meet the SENCo/ senior TA / assistant headteacher/ headteacher in relation to behaviour management and other issues for particular pupils.

## **3. IDENTIFICATION, ASSESSMENT AND PROVISION**

### **3.1 Arrangements for meeting with parents**

Should parents/carers wish to discuss their child's progress and provision, they are welcome to make an appointment with their child's class teacher, in the first instance. Subsequent meetings can be arranged with the SENCo, if further discussion needs to take place. All parents, of children with SEN, will be reported to three times a year. In addition to these meetings, children who have a Target Plan will meet with the class teacher, SENCo and their parent/s to discuss the review and set new targets.

### **3.2 Arrangements for monitoring and evaluation**

The Head Teacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include, teacher time, teaching assistant support, specialist equipment and materials. These are dependent on the school's SEN budget. Any money allocated as a result of an Education Healthcare Plan (EHCP) or Exceptional Needs Funding (ENF) is spent according to the terms outlined in the resulting EHCP/ENF.

### **3.3 Identification, assessment and review**

The SEN Code of Practice (2014) recognises that there is a graduated response to the needs of individual children. 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. Where concern is expressed that a pupil may have SEN, the class teacher and support staff, in discussion with the INCo, take early action to **assess** the pupil's needs, **plan** the support and interventions, **do** i.e. carry out the actions and **review** the



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effectiveness of the support. The school will request support from outside agencies, with parental permission, as required.

## **3.4 Categories of SEN**

The Department for Education recognises that children's needs fall into four broad categories. Individual children's needs may fall into one or more of these categories:

- 1. Communication and interaction**
  - Autistic Spectrum Disorder (ASD)
  - Speech, Language and Communication (SLCN)
  
- 2. Cognition and learning**
  - Moderate learning difficulties (MLD)
  - Profound and Multiple Learning (PMLD)
  - Severe Learning Difficulty (SLD)
  - Specific Learning Difficulty (SpLD)
  
- 3. Social, emotional and mental health difficulties (SEMH)**
  
- 4. Sensory and/or physical needs**
  - Multi Sensory Impairment (MSI)
  - Physical Disability (PD)
  - Hearing Impaired (HI)
  - Visual Impairment (VI)

For very young children it is often difficult to unpick the presenting need. In these cases Global Delay (GDD) may be an appropriate category.

Prior to September 2014, there were two levels to the SEN Register (School Action and School Action Plus). The new code of practice in July 2014 adjusted this so there is now just one level, called SEN Support.

If a pupil requires additional, differentiated support and meets the moderation criteria, then support is put into place. If individual targets are required to support the pupil, a Target Plan may be drawn up by the class teacher, taking into account the views of the pupil, parents along with support from the INCo. These are reviewed as frequently as required, but at least three times per academic year. Some children will not require Target Plans as their individual support will be recorded on a class Provision Map.

Children who receive SEN Support may, at some time require, support from outside agencies such as, speech and language support, educational psychologist's support and other local education authority specialist advisory support. These support services may undertake more specialised assessments and may work with individual children. Parental permission is always sought for a formal referral to any external service.

## **Education, Health and Care plans**

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local



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authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant changes arising from the new code of practice is the replacement of the current Statement of Special Educational Needs, for those children with the most complex needs, with a new Education, Health Care Plan. Children with existing statements will be transferred onto an Education, Health Care Plan. This will usually be completed through the annual review process. The new plan will provide the same statutory protection and rights as the Statement.

### **3.5 Curriculum Access**

***High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (COP 2014)***

Pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is differentiated and/or the child will work within a supported group, with the aim to overcome their barriers to learning. Sometimes it may be appropriate to withdraw a pupil sensitively, to work as part of a small group or individually, with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. A few children may work with a specialist teacher from an outside agency. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified. All Wave 2 (group) and Wave 3 (individual) groups are recorded on the class Provision Map and are monitored by both class teacher and SENCo.

### **3.6 Admission to School:**

Our schools admission policy ensures that we will never refuse to admit a child to school simply because s/he has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

At Grove Road Primary School, we will not directly or indirectly discriminate against any children or young people. We will make reasonable adjustments to ensure that disabled children or young people are not at a substantial disadvantage compared to their peers.

### **3.7 Evaluating Success**

The success of the school's SEN policy and provision is evaluated through:

- the early and accurate identification of children's learning difficulties needs
- monitoring of Target Plans by the SENCo
- monitoring of inclusive classroom practice by the SENCo, Head Teacher, Assistant Head and/ or Senior Leadership Team
- analysis of pupil tracking data and test results:
  - for individual pupils
  - for cohorts
- value-added data for pupils on the SEN list
- monitoring of procedures and practice by the SEN governor
- school self-evaluation



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- the annual Joint Annual Review visit
- the Governors' Annual Report, which contains the required information about the implementation and success of the SEN Policy
- the School's Single Plan, which is used for monitoring provision in the school
- visits from School Improvement Partner and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan targets, and provision.
- monitoring and evaluation of the class Provision Maps.

## **3.7 Complaints Procedures**

Grove Road Primary School endeavours to ensure that all children with SEN receive the level of support that they require. We firmly believe in and encourage a working partnership with parents. If a parent wishes to express concern about the SEN provision for their child they should discuss the problem with their child's class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo and/or the Head Teacher. Where it is not possible to achieve a satisfactory outcome, matters can be taken to the Governing Body via the SEN governor.

In the event of a formal complaint parents are advised to contact the SENCo and/or Head Teacher for information on the Code of Practice, guides to provision, the SEN tribunal and how to contact the LA.

## **4. TRANSITION**

### **4.1 Transition and links with other schools**

Grove Road Primary School maintains good links with Health Services and Advisory Teachers to liaise about a child entering the school in any year group. The school also endeavours to liaise with local nursery providers to ensure that children with SEN make the transition into school as smooth as possible. When children are transferring from another primary school, when possible, familiarisation visits are put into place and the SENCo will meet with the parents to discuss provision. The SENCo will make contact with the previous school and arrange the transfer of SEN records.

### **4.2 Transfer to Secondary School**

- SEN records are transferred following county procedures
- the SENCos from both schools meet to discuss the needs of children with SEN who will be transferring
- there are opportunities for all pupils to visit their prospective Secondary School
- Pupils, who are transferring to Tring Secondary School with SEN, or who are felt to be especially vulnerable, are offered additional familiarisation visits so that they will become more confident in the new situation
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with an EHC plan for whom the particular school has been named

### **4.3 Transfer within school**

- teachers liaise closely when pupils transfer to another class within the school. The SENCo oversees this process and meets the new teacher to discuss the needs of children with special educational needs at the beginning of or prior to the new academic year



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- for pupils with an EHC plan the new class teacher will be invited to attend the review in the summer term
- meetings are arranged wherever possible between all the staff involved in monitoring the pupil's progress
- SEN children or those who are vulnerable will take part in a transition programme, including producing a booklet to refer to during the school holiday

#### **4.4 Transfer to specialist provision**

- The SENCo will liaise with the parents and the new school to discuss the transfer process
- Where appropriate the new teaching assistant will meet the child at Grove Road School
- All familiarisation visits will be supported by Grove Road
- All SEN records will be transferred to the new provision
- Grove Road will support the pupil and his/her family to ensure a smooth transition.